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ABSTRACT

This paper describes the theoretical framework that underlies the Teachers as Decision Maker Program (TADMP) at Indiana University and the development of a conceptual framework of seven teacher perspectives. The four components of the theoretical framework guiding both TADMP research and the program itself are pedagogical schemata, professional knowledge, thematic teacher education, and teacher perspectives. The first phase of research involved 68 TADMP preservice teachers, representing a variety of backgrounds and ranging in age from 23 to 51 who had been in the program since its inception. Data were collected through autobiographical interviews, concept mapping, stimulated recall interviews, and classroom observations with follow-up interviews. This phase of research led to a conceptual framework of seven teacher perspectives, presented as a color wheel. The seven perspectives on teaching are: (1) inculcator: transmission of academic content knowledge as central to teaching; (2) empowerer: teaching as social action or change; (3) friendly pedagogue: teaching as lesson preparation and teacher personality characteristics; (4) facilitator: thinking and lifelong learning as the principal goals of teaching; (5) nurturer: teaching primarily as interactions with students; (6) friendly scholar: transmission of academic knowledge balanced with a desire to make knowledge relevant and learning fun; and (7) scholar psychologists, a mix of all perceptions. The second phase of the research involved 25 participants in a series of interventions intended to help students clarify their beliefs and assumptions about teaching and reflect upon their teacher perspectives during TADMP. Three case studies are used to illustrate how the color wheel can enhance self examination and growth during the beginning phases of becoming a teacher; the third case also looks at possibilities for screening partnerships between students and mentor teachers. Based on the findings, the paper concludes that the color wheel provides a complex yet comprehensible way to reflect upon and discuss the multiple perspectives teachers hold, and encourages a proactive approach to problem solving by framing problems in terms of potential mismatches between these perspectives and conditions they encounter in school. (Contains 45 references.) (ND)

Running Head: Teacher Perspectives

TEACHER PERSPECTIVES AS A TOOL FOR REFLECTION, PARTNERSHIPS AND PROFESSIONAL GROWTH

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> A good teacher knows the subject, is sensitive to students all the time ... he has to be scholar and a psychologist.
>
> A good teacher is able to impart knowledge to students in a way that the knowledge will stay with them.
>
> Sensitivity to students' needs is important to me. A good teacher is one who watches you in class and can pick up on your facial expressions to see how your react to something.

These quotes offer a glimpse into the strong and differing perspectives held by the preservice middle and secondary school teachers I have worked with since 1988 in the Teachers as Decision Maker Program (TADMP) at Indiana University. Even the simple question "What are the characteristics of an excellent teacher?" evokes extremely diverse answers from students who enter the program. Like many other teacher education researchers, I have discovered that initial teacher perspectives change very little during student teaching or the first few years in the classroom, despite challenges and contradictions faced in school contexts (Bennett and Powell, 1990; Bennett and Spalding, 1991, 1992a, 1992b). As a result I have begun to explore ways of helping teachers make explicit their assumptions about teaching, to identify multiple perspectives from which teaching may be viewed, to consider how their teaching might be enhanced by incorporating additional perspectives, and to realize that there are many ways of being a good teacher.

Knowledge about one's own beliefs about teaching and learning is a critical component of becoming an effective teacher. It is well known that among beginning teachers self knowledge is essential to self-confidence as a teacher, which in turn leads to higher self expectations and greater success in the classroom (e.g. Kagan, 1992). Yet even experienced teachers (including teacher educators) are often unaware of their own beliefs and unaware that there are viable alternatives to the beliefs they hold. When teachers have not reflected upon how their own beliefs, values, and attitudes influence their teaching, they may react to difficult situations by blaming themselves, their

students, the school, or society when their beliefs do not help them solve problems or indeed even cause problems (Bennett and Spalding, 1992b).

In this paper I will review the theoretical framework that underlies TADMP inquiry and the development of a conceptual framework of seven teacher perspective. I will also explain how these seven perspectives have helped TADMP preservice teachers gain a better understanding of themselves, their peers, their mentor teachers, and other teachers they come in contact with as they enter the teaching profession.

Theoretical Framework

The TADMP has drawn heavily upon the recent contributions of numerous teacher education researchers, particularly those who have focused on teacher thought processes, perspectives, and socialization. The theoretical framework that guides TADMP research, as well as the nature of the program itself, contains four components: pedagogical schemata, professional knowledge, thematic teacher education, and teaching perspectives (Bennett and Powell, 1990; Bennett, 1991).

Pedagogical Schemata

"Pedagogical schemata" refers to mental constructs that contain knowledge about teaching. These schemata are "the complex cognitive structures that include both theoretical and practical knowledge and an understanding of the interrelatedness of these knowledge sources for informing judgment and action" (Barnes, 1987, p. 17). This knowledge may or may not be accurate and appropriate, and may be based on misconceptions about teaching. This is especially true among preservice teachers who are likely to "have an unrealistic optimism and a self-serving bias...believing that the attributes most important for successful teaching are the ones they perceive as their own" (Pajares, 1992, p. 323).

As a framework for cognition, schemata have been used to examine knowledge that underlies teachers' actions (Carter and Doyle, 1987), to compare knowledge structures of preservice and experienced teachers (Livingston and Borko, 1989; Peterson and Comeaux, 1987) and to analyze the type of knowledge experienced teachers accrue during interactive classroom teaching (Nespor, 1984; Lienhardt and Greeno, 1987). In addition, Barnes (1987) has used a schema to study the type of pedagogical knowledge preservice teachers acquire in teacher education programs.

The importance of examining schemata that contain pedagogical knowledge in preservice teachers has been made clear by various teacher educators. Carter and Doyle (1987) hold that preservice teachers' pedagogical schemata reveal the knowledge they use during interactive classroom teaching. Beyerbach (1988) examined pedagogical schemata to discover the type of knowledge preservice teachers acquire as they interact with their teacher education programs. Furthermore, Beyerbach concluded that when preservice teachers examine their own knowledge schemata with such methods as concept mapping, they can become more aware of the development of their own pedagogical knowledge. Calderhead (1987) supports the view that research on knowledge contained in preservice teachers' pedagogical schemata provides insight into the processes of professional development during teacher education.

According to Berliner (1987), an examination of pedagogical schemata can reveal the knowledge teachers use to set their instructional pace, determine students' intellectual level, establish a work orientation, affect the classroom value system and influence classroom organization and management. Berliner further states that individuals who possess

> rich, relatively complete schemata about certain phenomena need very little personal experience to learn easily, quickly, and retain well information pertaining to those phenomena. (p. 61)

The TADMP is based on the assumption that teachers with more fully developed schemata have a better understanding of the

classroom and are therefore more effective. This assumption is supported by the work of Peterson and Comeaux (1987) who discovered that well developed schemata containing both practical and theoretical pedagogical knowledge enabled teachers to go beyond the obvious literal features and have a better understanding of the classroom. Similar findings have been reported elsewhere (Calderhead, 1981; Livingston and Borko, 1989). Furthermore, teachers with less developed pedagogical schemata appear to be limited in their effectiveness (Livingston and Borko, 1989; Roehler, Duffy, Conley, Herrman, Johnson and Michelsen, 1987). Thus, it seems highly desirable that teacher education programs foster the growth of relatively complete pedagogical knowledge schemata in preservice teachers. If developed early in a teacher education program, such "rich, relatively complete schemata" might enable preservice teachers to assimilate more quickly the techniques and skills they need to be effective in the classroom (Joyce, 1980).

Professional Knowledge

Schema theory, in particular the notion of a cognitive schema (Anderson, 1977, 1984; Howard, 1987; Neisser, 1976; Rumelhart, 1980), has become an important vehicle to examine teachers' knowledge. What remains unclear, however, is what constitutes powerful and appropriate schemata. The type of knowledge that actually comprises well developed professional knowledge schemata in preservice as well as beginning and more experienced teachers has been the focus of ongoing discussions among teacher educators (Barnes, 1987; Livingston and Borko, 1989; Peterson and Comeaux, 1987; Shulman, 1986, 1987; Smith, 1980; Wilson, Shulman and Richert, 1987; Tamir, 1988).

The conception of teacher knowledge that underlies the TADMP is based primarily on the work of Shulman and Sykes (1986), Shulman (1987, 1988) and Tamir (1988). A modified version of Tamir's framework for teachers' knowledge (1988) was used to develop the TADMP's academic program and to study changes in the

professional knowledge schemata of TADMP students as they moved through the program (Bennett and Powell, 1990). The concept map in Figure 1 contains six areas of inquiry and three areas of practice that provide an overview of the professional knowledge base emphasized in the TADMP

(Insert Figure 1 about here)

Thematic Teacher Education Programs

Thematic teacher education programs have emerged as a means of helping preservice teachers build elaborate and well-organized schemata that guide teacher action (Barnes, 1987; Borko, 1987). They represent the application of cognitive psychology to teacher education which, as Barnes points out, may be as appropriate as applications of cognitive psychology to classroom teaching.

> Just as naive conceptions and misunderstandings imbedded in existing schemata inhibit pupil learning of natural phenomena, such as photosynthesis and light..., naive conceptions of teaching also impede attempts to build appropriate schemata for teaching. ...The preconceptions and images of teaching that prospective teachers bring to their formal study of teaching frequently remain unexamined in traditional teacher education programs and persist in spite of exposure to contradictory models. ...Altering the structure of the program, ...could significantly increase the power of formal teacher preparation to overcome students' naive conceptions about teaching and create alternative views of effective teaching practice (Barnes, 1987, p. 13-14).

The literature identifies three necessary components of thematic programs. First, thematic programs should be characterized by a unifying theme or metaphor that accurately reflects the central intent and character of the program (Short, 1987, p. 6). In addition to the decision maker theme that has been used in a number of settings, other examples include the Teacher as Broker of Scholarly Knowledge and the Teacher as Reflective Practitioner.

Second, thematic programs require a structure or conceptual framework that helps "students develop schemata for teaching that

are complete, well-organized, and stable" (Barnes, 1987). This conceptual framework reflects the program's assumptions, goals, purposes and philosophy and serves as a means to organize the knowledge and experiences provided to participants.

And finally, thematic programs should foster the development of a mutually supportive cohort, a community of learners. Program participants are encouraged to develop a sense of group ownership, belongingness, and concern for the well being of all members.

An underlying assumption held by advocates of thematic programs is that a more sophisticated pedagogical schema will enable preservice teachers to make decisions like those made by more experienced teachers. Barnes found that professional decision making in preservice teachers can be effected by thematic programs. She collected data from preservice teachers' about their beliefs toward teaching and about their perception of themselves as teachers and decision makers. She found that participants in the thematic program did not significantly differ from their traditional counterparts in their educational beliefs. However, she did find that thematic participants do differ in their perception of professional decision making. Thematic participants indicated they would rely more often on theoretical knowledge and research data when making interactive decisions. Moreover, a significantly higher number of thematic preservice teachers held higher expectations regarding social behavior of students and were more willing to work with less motivated students.

The TADMP is a thematic teacher education program aimed at developing reflective teachers who can make wise decisions in middle and secondary school classrooms. The underlying assumption is that teachers who make well informed, appropriate decisions in the classroom are more likely to foster their students' learning, growth, and development than teachers who do not. Students move through the 12-14 month program as a cohort, experiencing a common core of coursework and field experience that are guided by the decision maker theme.

Teacher Perspectives

As a complement to the cognitive focus of professional knowledge schemata, a perspective refers to the personal attitudes, values, and beliefs (Rokeach, 1968) that help teachers interpret and justify their classroom decisions and actions (Posner, 1985). A perspective provides the lens through which teaching is viewed and affects the way teaching is perceived and interpreted. Goodman writes, "Teacher perspectives take into account how situations within schools and classrooms are experienced; how these situations are interpreted given different teachers' backgrounds, assumptions, beliefs, and previous experiences; and how their interpretations are manifested in actions" (1985, p.2).

Zeichner and Tabachnick (1985) used teacher perspectives to study the socialization of preservice teachers into the profession, and to describe the continuities and discontinuities between the socializing conditions of student teaching and the first year of teaching. Based upon a two-year study that explored the extent to which beginning teachers modified their teaching perspectives during their first year of teaching, they refuted the "commonly accepted scenario of a loss of idealism during the first year of teaching" (1985, p.19).

Zeichner and Tabachnick's use of social strategies as a conceptual framework for exploring the socialization of beginning teachers provided initial guidelines for studying teacher perspectives during the first two years of the TADMP. Developed originally by Lacey(1977), the framework contains three distinct strategies: (1) internalized adjustment, where "individuals comply with the authority figure's definition of a situation and believe these constraints to be for the best;" (2) strategic compliance, where "individuals comply with the constraints posed by a situation, but retain private reservations about doing so;" and (3) strategic redefinition where "successful attempts to

change are made by individuals who do not possess the formal power to do so" (Zeichner and Tabachnick, 1985, pp. 9-10).

Initially, the idea of "strategic compliance" framed TADMP teacher perspective inquiry in terms of "resisters" and "non-resisters" and proactive and reactive teachers (Bennett and Powell, 1990). Follow up research that explored linkages between teacher beliefs and classroom behavior greatly expanded this teacher perspective framework and identified seven primary perspectives: Scholar Psychologist, Friendly Scholar, Inculcator, Facilitator of Thinking, Empowerer, Nurturer, and Friendly Pedagogue (Bennett and Spalding, 1991, 1992). The latest phase of research has explored the utility of this teacher perspective framework as a tool for reflection, partnerships and professional growth.

Development of the Teacher Perspective Framework: First Phase of Methodology and Findings

In this section I will review the methodology and findings of TADMP teacher perspective research between 1988 and 1992 which led to the development of seven teacher perspectives conceptualized as a color wheel (Bennett and Spalding, 1991, 1992a, 1992b). The next section reports inquiry into the color wheel of teacher perspectives as a tool for reflection that has continued since 1992.

Participants

The first phase of research involved sixty eight TADMP preservice teachers who have entered the program since its inception in 1988. The teachers represent a highly select group in terms of academic preparation and/or work experience, interpersonal communication skills, and commitment to teaching. They range in age from 23-51 and come from many careers, including law, banking, business, homemaking, engineering, nursing, theater, social work, and college teaching. Their areas of teacher

certification are as follows: twenty in social studies, eighteen in science, eighteen in English, six in math, and six in foreign language. Thirty-one males and thirty-seven females comprise the group.

Data Collection

Four techniques were used to study the students' teaching perspectives during the program and during their first years of teaching: autobiographical interviews, concept mapping, stimulated recall interviews, and classroom observations with follow-up interviews. Brief descriptions of each technique follow. (For detailed descriptions, see Bennett and Spalding, 1991; Bennett and Powell, 1990; Bennett, 1991).

Autobiographical Interviews

Each year, upon entering the program, the students were interviewed in depth by a program assistant. All interviews were audiotaped and subsequently transcribed. The questions were grouped according to personal background data; early socialization, including school experiences; teaching perspectives, including motivations, values and conceptions of teaching; conceptions of knowledge in the selected content area; and the role of schooling in society.

Concept Mapping

Using free association concept mapping procedures (Beyerbach, 1987), students were asked to construct concept maps around the central organizing concept of "teaching." Maps were created at four strategic points throughout the program: upon entry, end of summer coursework, end of fall field experience, end of student teaching. After completing their first and last concept maps, the students were asked to explain their maps and interpret their development over time. These interviews were audiotaped and transcribed.

Stimulated Recall Interviews

Four lessons (at beginning of summer coursework, during fall field experience, beginning and end of student teaching) taught by each student were videotaped and analyzed in a follow-up interview that was taped and transcribed. Stimulated recall interviews were conducted immediately following each lesson. The interviews contained three distinct components: 1) questions about planning; 2) stimulated recall through viewing the videotape and focusing on three critical incidents/points of saliency in the lesson; and 3) reflective analysis of the lesson (Borko, Livingston, McCaleb, and Mauro, 1988; Norton, 1987).

Classroom Observations and Follow-up Interviews

During their first, second, and third years of teaching, six teachers from each cohort were videotaped for at least one full class period. A two person research team conducted the observations and follow-up interviews. The teachers were asked to describe their classroom and feelings about teaching, and to answer questions related to teaching perspectives (e.g. values and conceptions of teaching and learning, conceptions of knowledge in their content area, and the role of schooling in society). All follow-up interviews were audiotaped, transcribed and analyzed.

Data Analysis

Each participant was assigned a coded I.D. number to indicate the cohort, individual, subject area, and gender. Original units of analysis were taken from the autobiographical interview transcripts and categories were developed using Lincoln and Guba's index card system (Merriam, 1988). This card sorting yielded the seven teacher perspectives described in the findings.

In order to enhance reliability, my co-researcher and I sorted the cards independently, discussed and resolved discrepancies, then wrote the perspective descriptions. A

colleague not involved in the research was given these descriptions and independently categorized a selected sample of the index cards. Inter-rater reliability was 0.78. Qualitative analysis of concept maps was conducted for the purpose of triangulation. Field notes, videotapes, and transcriptions of other interviews were also studied for this purpose. We asked colleagues who are teacher educators to comment on our emerging findings and conducted member checks with the teachers observed after they had completed the program, most of whom have concurred with our analysis. The perspective descriptions we developed from this analysis are found in Table 1.

(Insert Table 1 about here)

The videotapes of classroom teaching and transcriptions of the audiotaped follow-up interviews were analyzed to explore the classroom validity of the teacher perspective framework (Bennett and Spalding, 1992). First we attempted to see if teaching behaviors in five areas differed according to teacher perspective without knowing the perspective that had been identified for the teacher. In later visits we looked for confirming and infirming evidence of the primary teaching perspective. Classroom interactions were analyzed in terms of five concepts: the teacher's classroom leadership style, typical student roles and behaviors, the nature of course content emphasized, the most prevalent instructional strategies, and the teacher's general response to the school context. From this analysis we further developed the teacher perspective descriptions to include the classroom actions shown in Table 2.

(Insert Table 2 about here)

Seven Teaching Perspectives as a Color Wheel.

As we sought a way to represent the seven perspectives visually, we wanted to avoid linear designs that might suggest a hierarchy or compartmentalization of the perspectives. Thus, we

chose the color wheel as both a model and a metaphor for our general stance toward the perspectives.

(Insert Figure 2 about here)

We found that perspectives, like colors, appear most often in "shades." Just as there are few "pure" colors, there are few "pure" perspectives. The color wheel is also intended to suggest a degree of flexibility among the categories. For example, an individual's fundamental perspective may be that of Empowerer, but she may at times act as a Nurturer or an Inculcator. A brief description of each perspective follows, together with elaboration of the color wheel metaphor.

Primary colors

Inculcators (RED) described the transmission of academic content knowledge as central to teaching. Several aspired to transmit "fundamental values" as well. They rarely referred to subject matter relevance, the nature of the learner, or teacher personality characteristics, such as enthusiasm or creativity. They often expressed a desire to "inspire" or be role models. Recurring themes were "control" and "discipline."

Empowerers (BLUE) described teaching in terms of social action or change. They saw academic knowledge as less important than, for example, learners becoming "self-actualized," or "gaining a sense of power and independence and control." Frequently committed to social causes themselves, they hoped to influence students to use political power, understand cultural pluralism, or accept multiple perspectives.

Friendly Pedagogues (YELLOW) defined teaching in terms of lesson preparation and teacher personality characteristics (e.g., "organization" or "enthusiasm"). An eclectic group in terms of educational goals and values, most expressed an aversion to "lecture" or to "being boring," and a preference for questioning

and discussions. They stressed the importance of well-planned lessons and student feedback.

Secondary Colors

Facilitators of Thinking (VIOLET) identified thinking and lifelong learning as the principal goals of teaching. Although often scholarly themselves (and therefore similar to Inculcators), they de-emphasized the importance of content. Their emphasis on "critical thinking," "problem-solving," and "learning how to learn" brought them close to the Empowerer perspective, but their recurring focus was cognitive rather than social.

Nurturers (GREEN) perceived teaching primarily in terms of interactions with students. They defined good teachers as "open and responsive," "flexible," and "attainable." Because they emphasized the development of the learner and expressed concerns about children as "our future," they resembled Empowerers. Because they de-emphasized academic knowledge, they resembled Friendly Pedagogues.

Friendly Scholars (ORANGE) shared with Inculcators an emphasis on the transmission of academic knowledge, but, like Friendly Pedagogues, they stressed teacher personality characteristics such as enthusiasm, humor, friendliness. Their transmissive view of learning was balanced by a desire to make knowledge relevant and learning fun.

Scholar Psychologists lie at the center of the wheel, representing the murky blend of colors that results from mixing red, violet, blue, green, yellow, and orange. This was the largest and least clearly defined group, who often displayed characteristics of other perspectives. Like Inculcators, they emphasized academic knowledge. Like Friendly Scholars, they wanted to make knowledge relevant. To do this, they often planned elaborate lessons, like Friendly Pedagogues. Like Nurturers, they wanted to be "sensitive" and "available" to students. They were

distinguished, however, by several characteristics. They tended to point out relevance in terms of students' future rather than present lives. They used psychological language in describing students, e.g., "understanding the nature of adolescent development." They saw themselves as counselors to students, willing to listen to their problems but not to become personally involved in them.

The Teacher Perspective Framework as a Tool for Reflection: Three Illustrations

The second phase of this research involved a series of interventions with sixteen members of the TADMP's Fifth Cohort and nineteen members of the Sixth Cohort. As director and an instructor in the TADMP my approach ranged from consultative to collaborative self-study (Schön, 1991). I designed a series of interventions that were intended to help students clarify their beliefs and assumptions about teaching and reflect upon their teacher perspectives during their twelve months in the TADMP. These interventions are outlined in Table 3

(Insert Table 3 about here.)

When students entered the TADMP in June they were interviewed about their beliefs about teaching and aspects of their educational history, taught an unstructured lesson in the microteaching lab, and completed a concept map according to the procedures used with the first four cohorts. I analyzed these data sources and identified the teacher perspective that seemed most appropriate for each student. The task was easy in most cases but I felt reassured when most students later selected the same perspective for themselves as I had, although I did not reveal my choice to them.

The next intervention was an introduction to the Color Wheel as a framework for understanding teacher perspectives. During a 2-3 hour seminar I first explained the Color Wheel using colored

overheads, Tables 1 and 2 and numerous examples of teacher beliefs and classroom practice. Next the students worked in small groups to identify the teacher perspectives in seven case studies of teachers from previous TADMP perspective inquiry (Bennett and Spalding, 1992). Finally they identified their own primary perspective using the guidelines found in Appendix A. About six weeks later the seminar was repeated with their mentor teachers during an orientation retreat. The Color Wheel was again used as a catalyst for reflection in mid-autumn after the Ten Day Teach and at several points during the spring semester of student teaching.

The three illustrations that follow show how the Color Wheel can enhance self examination and growth during the beginning phases of becoming a teacher. In the third example, possibilities for strengthening partnerships between student and mentor teachers are also brought out.

The Case of Ronald

The son of a nursing home worker and factory worker, Ronald grew up in a close-knit family that emphasized education and hard work. After obtaining a degree in industrial engineering from a Big Ten university, Ronald took a job as a teacher at a Christian school "because they needed somebody who was proficient in math." Although he enjoyed teaching Ronald left the classroom after one semester to work with a major company, realizing that it was a high risk as well as high paying position. When the economy slumped Ronald lost his job along with "many other supervisors, engineers, and plant workers." An intelligent, dynamic African American male with exceptional interpersonal skills, Ronald received numerous job offers in his field and he pursued business and engineering for several years. However, after learning about the TADMP he decided to follow his deepest personal convictions and made a career change into teaching.

Ronald's autobiographical interview and initial concept map of teaching strongly indicated the Friendly Scholar perspective. According to Ronald, "A good teacher cares about his or her students. Good teachers have a strong knowledge of what they are teaching, and the ability to get this information across. A good teacher is organized and sets a good example." Indeed, he was the personification of the Friendly Scholar in the lessons he developed and taught in the education lab, using synectics, humor and personal charisma to teach math concepts.

When Ronald was introduced to the Color Wheel of Seven Teacher Perspectives he saw himself "most like the Empowerer, with Nurturer second and Friendly Scholars third." He wrote that he was an Empowerer because "I have a definite desire to build self esteem in students. I have a definite agenda of global values that I want to get across, possibly interwoven with math problems. Second, I see myself as a Nurturer because I plan to have caring, warm relationships with my students. Thirdly, I see myself as a Friendly Scholar because in TEACHING MATH the students must learn the content (for college entrance and the next course requirements) and I love to make learning fun and help students see the relevance. It is the Friendly Scholar that will be seen most in my actual teaching." Ronald wrote that the Inculcator seems LEAST like him because, "Emphasizing knowledge without showing the relevance would be hard for me. Not seeing how something applied to my life was one of my biggest challenges for learning."

During the retreat with mentor teachers, Ronald again identified the Friendly Scholar as most like him. He wrote, "I feel that academic knowledge is crucial in teaching and want students to feel learning is fun and applicable in the real world." As previously, he saw the Inculcator as least like himself, and wrote, "I had teachers like this and felt they were boring. Learning being fun when possible is important!"

Ronald's fall practicum took place in two advanced high school math classes where academic achievement was emphasized. At the conclusion of his Ten Day Teach Ronald again identified primarily with the Friendly Scholar perspective. He explained, "Emphasis on academic knowledge and teacher personality characteristics were big in my teaching experience. I wanted the students to like what they learned from me. One of the most thrilling aspects of teaching during the ten days was that of connecting the material to the real world. This also seemed to grab the students."

Thinking back to his predictions about how an understanding of his teacher perspective might affect his school practicum experience he wrote, "I really felt at first my teacher also was a Friendly Scholar, and so did she. This was not totally the case. She was very friendly and good but the core subject matter was too important to be interrupted by many connections to the real world or anything else." He went on to say that his Friendly Scholar perspective "hindered my enjoyment of the teaching experience since I was placed or pushed more into an inculcator mode, control through authority, etc. Humor and innovation weren't smiled upon. This was a hard pill to swallow."

Asked if knowledge of his perspective helped him identify areas he needs to worked on Ronald replied, "Yes. I need to be a Facilitator of Thinking as well. And with Friendly Scholars there is always a potential problem with discipline because students might try to take advantage of their friendly relationship with me."

With classroom teaching experience Ronald's affirmation of his Friendly Scholar perspective became stronger but it did not stifle his growth. Placed in a context that was more conducive to an Inculcator perspective Ronald understood the source of his disease. He accommodated to the demands of his high school experience but his basic perspective did not change. An understanding of his Friendly Scholar perspective helped him

identify the source of his frustration without losing respect for his mentor teacher or developing doubts about his own teaching abilities. He was much happier in his middle school placement during student teaching where he could teach as a Friendly Scholar, with shades of the Nurturer and Empowerer. After Ronald's first six week in the classroom his mentor teacher wrote,

> Ronald has a very creative side as well as being very knowledgeable in the research on how students learn. He seeks to develop activities that engage his students in the learning process. Students who are musically inclined, which many students demonstrate in their ability to memorize songs, have enjoyed learning two "originals" by Ronald. To help two students learn properties, Ronald taught them songs and motions that would help them learn two mathematical properties. The motions actually gave meaning to otherwise very abstract ideas. Ronald sets the expectations for his classes with style, making students qualify as supervisors in a candy factory, engineer designers, or captains of a space craft bound for new worlds beyond our own that may take them into another dimension. Students are required to work together and demonstrate quality in their work if they are to be rewarded or recognized by the end of the class period. Several students have been positively influenced by Ronald's high expectations and have made remarkable improvements. Ronald was so impressed with one student's new attitude toward learning he took the time to call the parents to share the "good news."

The Case of Audra

Growing up near a major industrial city in Pennsylvania, Audra is the granddaughter of Italian and Romanian immigrants. Like Ronald, she comes from a close-knit family that emphasized education and hard work. Her mother was a housewife and her father an electronics technician.

After graduating from a large midwestern university with highest honors in bio-chemistry, Audra took a job with a large pharmaceutical company where she worked for three years as a chemist. When the company moved her into an instructional role Audra discovered that she enjoyed teaching more than working in the laboratory and decided to make a career change into the teaching profession. Her classroom teaching in the TADMP schools

is exemplary in the eyes of her mentor teachers and she has found her niche with middle schoolers.

When Audra was introduced to the Color Wheel she readily identified with the Scholar Psychologist as the teacher perspective most like her. "Content is really important!" she wrote. "Also the nature of the learner is important to being able to convey relevance. In my interview I remember discussing different types of learners and the importance of being able to teach so that different learners could understand." This dual emphasis on content and learners was also clearly evident in her initial concept maps about teaching.

Audra selected the Inculcator as the perspective that was LEAST like her. She explained, "Although I definitely feel that I emphasize academic knowledge and values I don't want to control through authority. I want control by interesting lessons. I don't want passive recipients but more active participants."

Thinking ahead about how understanding herself as a Scholar Psychologist might affect her school practicum experience Audra said, "It might help me be more in tune with other teachers' perspectives (especially my mentor teachers) and therefore know why they might present material in a different way than I would. Also it may help me to focus on the benefits of perspectives or things that I might want to do differently."

At the completion of her Ten Day Teach in two advanced high school biology classes Audra said, "I still feel that I am primarily a Scholar Psychologist but I am also much more of a Nurturer than I thought." Explaining her Scholar Psychologist perspective she wrote, "I tried to use examples in my circulatory and respiratory system units that related to the students. Also I would spend a lot of time revising or changing lessons to relate to different learners. I spent a lot of time after school thinking about how to reach different students."

Audra felt that her Scholar Psychologist perspective influenced her classroom decision making during the Ten Day Teach. "I gave my students many second chances. I wanted them to be successful. I remember talking to students after class to see why they weren't taking notes or participating. Also I had my students evaluate me at the middle and at the end of my Ten Day Teach and I revised my lesson plans to try to incorporate their suggestions. First I told them about constructive feedback and then I let them evaluate me. They had a lot of helpful suggestions."

In rethinking her predictions about how an understanding of her Scholar Psychologist perspective might affect her school practicum experience Audra said, "Surprisingly, content was less important than getting students interested and involved in learning. I was much more concerned that the students understood risk factors of heart disease and respiratory disease which would affect them in life than knowing the names of the four chambers."

Like Ronald, Audra identified the Facilitator of Thinking as a perspective she would like to incorporate into her teaching. "I would like to work on facilitation of thinking," she wrote. "I feel that is extremely important and it would help keep students interactive."

It is clear the Audra views her classroom teaching through the Scholar Psychologist lens and she is confident and insightful in her self reflections. At the same time Audra is aware of alternative perspectives and uses the Color Wheel as a critical tool for effective classroom decision making. After her first week of teaching she sought "constructive criticism" from her students to help her improve her lessons.

The Case of Maria and Diane: Compatible Perspectives Between Student and Mentor Teachers

The daughter of a primary school speech pathologist and a university professor, Maria grew up in a midwestern university town. Reflecting back on her school experience she felt it was mainly positive, but uninspirational. Until college she was "almost always the only student of color" and was exposed to a traditional mainstream curriculum that did not include the history and culture of "the three different nationalities" in her background. However, her family intervened and was influential in helping Maria develop a strong sense of ethnic identity and self esteem. She explained, "I always had my parents who were teachers and who were very inspirational. I was taught at school and then I would come home and be taught a second time because my culture wasn't taught in school and because I come from a multicultural background....It was very important because my parents and grandparents wanted me to know their cultures in addition to the other cultures which represent America. This was an important issue to my family when I was growing up."

Maria entered the TADMP after completing her BA degree with a major in English and a minor in Afro-American studies at a Big Ten university. The teaching profession attracted her because it is "The best way I could find to deal with the critical issues our nation is facing...More than ever children and young people are definitely a major factor in solving our nation's problems. My contribution, the only place I could really see that fit comfortably, and what felt right, was teaching."

The perspective revealed through Maria's initial interview and concept map was classic Empowerer. In her mind the most important goal of teaching was the "empowerment" of students. In teaching, she said, "one of the most important things is to do your job, to teach your subject area, but to make sure when you are gone that the students really have knowledge and skills for

themselves. No dependencies. Teaching means being sure that they can think for themselves and are encouraged in their own learning process." Her first concept map of teaching emphasized "Learning to grow, to stretch limits, and appreciate differences among the whole; global awareness and understanding, and craftwork - a word used in terms of the Native American idea of finding one's calling."

Not surprisingly, Maria chose the Empowerer as one of the two perspectives that seemed MOST like her. She explained, "I believe that I would fall into an area that is the combination of an Empowerer and a Nurturer. The reason I feel this is because I feel compassion for students, but more than anything I feel that students should be empowered and in control of their own sphere of learning." She decided that the Inculcator was least like her, "Although I would stress that I can see facets of all of these within my own personal teaching style. I feel there is too much isolation and structure (in Inculcators) which adds up to me to a sense of rigidness and 'control.' I feel controlling behavior is unhealthy and sometimes abusive towards students - it leaves them out of their own sense of learning."

As Maria thought about how an understanding of her teacher perspective might affect her school practicum experience she wrote, "I feel that a weakness of an Empowerer/Nurturer would be a complete lack of structure and resistance to school/curriculum requirements. The benefits, however, would be promoting a love for learning, facilitating empowerment, and enjoying my own working experiences." After her Ten Day Teach in a middle school where she taught an original unit on multicultural short stories she wrote, "I think that having too strong an identification with your perspective is not a good idea. It could limit you." Later she explained that, although her fall practicum experience had been successful and enjoyable, she worried about her ability to plan and organize for student teaching. She viewed Empowerers as being creative but lacking structure and organization, at times.

Maria's mentor teacher for student teaching, Diane, also included the Empowerer as one of her primary teacher perspectives. She wrote, "I would say Scholar Psychologist in most classes, but Empowerer in my poetry class." With over twenty years of experience, Diane explained how her perspective has affected her classroom decision making. Speaking as a Scholar Psychologist, she said, "I try to connect with each student each day, but tend to maintain some distance. I design lessons that demand student participation and that are based on content." Thinking about her poetry class she believes that "success becomes empowerment." Her students see themselves as poets, give poetry readings and plan to continue writing poetry.

Asked how an understanding of teacher perspectives might affect her work with Maria during student teaching she wrote, "Seeing how styles vary will help me see that the same goals can be achieved in different ways. I can see how different styles can affect students and their feeling about the class." Maria and Diane agreed that neither one of them accepted a single teacher perspective category, that "It depends on what we are teaching which perspective dominates. The subject and students make a difference." They also agreed that they both emphasized empowerment and that they both tended to be nurturing in varying degrees. They felt that they would probably want similar results and would both be flexible enough to shift perspectives, but they worried that they might **assume** they shared opinions and would need to communicate to avoid misunderstandings and erroneous assumptions.

Empowerers and Nurturers have been rare in the TADMP, and along with Inculcators, have had the most difficulties during student teaching and the first years of teaching. In past years TADMP Empowerers like Maria who hold strong views on social, cultural, and political issues and who wish to foster awareness and activism among their students have often become frustrated or alienated in school contexts that did not enable them to translate

their beliefs into practice. Thus a mentor/student teacher partnership between two Empowerers was especially interesting.

Maria began her student teaching with a unit she created for Diane's fifth and sixth period English classes, "Exploring The Diversity Around us and Within Multiculturalism and the Language Arts." Prior to my first visit to her classroom Maria told me that Diane was "a huge help" and she was finally "learning how to be organized and to structure her lesson plans." Furthermore, she had incorporated Diane's plans for the community's "diversity essay contest" sponsored by the Commission for Human Rights and Multicultural Understanding. The unit also reflected the multicultural perspectives emphasized in the TADMP as well as Maria's own creativity and beliefs about teaching. She was comfortable and effective as she engaged her students in serious discussions about prejudice and racism, and she was deeply interested in her students' work. She used cooperative teams to implement her writers' workshop and implemented theories stressed in the TADMP such as Multiple Intelligences (Gardner, 1994) and strategic teaching (Jones 1988). Maria's biggest frustration was with some of the students who did not put forth their best effort, but overall her unit was highly successful and several of her students were selected to compete in the local essay contest.

At the end of her Ten Day Teach Maria wrote, "I wasn't sure how on target I was about my perspective. What happened was that my teaching experience confirmed and reaffirmed what kind of perspective I fit into." Maria became aware of her strengths and weaknesses as an Empowerer/Nurturer and took steps to correct her weak areas prior to her student teaching. She worked hard to develop more structure for her students and to better organize her teaching plans. Both of Maria's mentor teachers, an Empowerer/Scholar Psychologist and a Friendly Pedagogue, affirmed her Empowerer perspective by allowing her to develop lessons that were consistent with her beliefs about teaching. They also helped her improve in areas of weakness, in large part because Maria recognized her weaknesses in the Empowerer/Nurturer case studies

and sought their help. This request for help is a necessary ingredient for successful mentor-mentee relationships and has contributed to her rapid growth as a teacher.

Discussion

The development of wise decision making capabilities is at the heart of becoming an effective teacher. In the words of Brubacher, Case, and Reagan (1994, p. 18), "Good teaching requires reflective, rational, and conscious decision making." Teachers must be able to justify their decisions and actions and in doing so they cannot rely on "instinct alone or on prepackaged sets of techniques." Instead, a teacher "must think about what is taking place, what the options are...in a critical, analytic way....The teacher must engage in ***Reflection*** about his or her practice, just as the physician must reflect about the symptoms and other evidence presented by a patient."

Building on the work of John Dewey (1933, 1938) and Donald Schön (1988), teacher educators are increasingly interested in approaches based on "reflection" and "reflection on, in, and for practice" (e.g. Tremmel, 1993; Johnston, 1992; Lampert, 1985; Duckworth, 1986; and Clandinin and Connelly, 1990). A growing number of researchers argue that we can strengthen the impact of teacher education programs by focusing on prospective teachers' initial beliefs about teaching, teaching metaphors, and background knowledge about teaching (e.g. Bullough, 1991, 1992, 1995; Britzman, 1986; and Shuell, 1992). Other researchers conclude that sustained reflection on teaching can help beginning teachers develop the rich pedagogical schemata that distinguish effective experienced teachers from novices (Berlinger, 1988). Although pedagogical schemata "are constructed naturally over time,...their development can be encouraged and supported by reflective practice....(W)hile good teaching does indeed depend on a strong experiential base, reflective practice can help speed up the development of such an experiential base in new teachers" (Brubacher, Case, and Reagan, 1994. p. 22-23). Given that

development of pedagogical schemata and professional knowledge are essential components of the TADMP's theoretical framework, the idea that reflective practice can enhance the development of pedagogical schemata is intriguing. With the development of the Color Wheel of Seven Teacher Perspective, reflection on and for teaching practice has become an integral part of the program.

Since its inception in 1988, a major component of the TADMP has been encouragement of self reflection on teaching practice. Autobiographical interviews and essays, reflective journals, concept mapping, stimulated recall interviews following classroom observations, discussion of "critical incidents" generated during student teaching, and "action research" have all been used as tools for instruction and research (Bennett, 1991). Our students have greeted these strategies with varying degrees of enthusiasm. Some regard reflective journals as busy work while others become deeply involved, some look forward to stimulated recall interviews while others find them overly restrictive, most detest concept mapping yet are thrilled at the changes they see in themselves through maps constructed over time, and most are unable to carry out action research projects during student teaching. None of this is surprising, given the intensive nature of a twelve month program such as the TADMP.

In 1991, we developed the color wheel of teacher perspectives and began to use it during follow up interviews to our classroom visits of TADMP graduates. The Color Wheel was met with great enthusiasm out in the field and the teachers often told us that they wished they had learned about their perspective early on in the program. We wondered if and how the perspectives could be used while our students were still in the program. It seemed to us that the color wheel of teacher perspectives might be used as a tool to initiate and nurture self reflection on teaching, there-by strengthening their professional preparation and classroom practice.

In "Zen and the Art of Reflective Practice in Teacher Education," Tremmel (1993) writes that many reflective teaching and teacher education programs are limited by "technical and analytical views of reflective practice" (P. 434). He argues that these programs would be enriched "through the incorporation of non-Western notions of reflection, particularly the Zen Buddhist tradition of 'mindfulness'" (p.434). Drawing upon Donald Schön's concepts of "knowing-in-action," and "reflection-in-action" Tremmel is gently critical of the linear step-by-step approaches to reflective process based on technical rationality.

Over the past two years I have learned that the Color Wheel can be a means to initiate self-reflection and to develop what Tremmel calls "the art of 'paying attention' as a way of nurturing reflective practice" (p. 434). It helps teachers make explicit their assumptions about teaching and describes multiple perspectives from which teaching may be viewed. It encourages teachers to identify a primary perspective with which they feel most comfortable and to consider how their teaching might be enhanced by incorporating additional perspectives. By portraying the strengths and potential weaknesses of perspectives derived from the actual classroom instruction of beginning teachers very much like themselves, the Color Wheel gently suggests ways they may want to modify their perspectives in various school contexts, should they encounter problems. Having been taught to use the Color Wheel early in the TADMP they used it as a critical tool for reflection on practice during the Ten Day Teach and reflection for and in practice during student teaching.

The Color Wheel of Seven Teacher Perspectives provides the major framework I now use to initiate and sustain my students' reflections on their teaching. During classroom observations, for example, I try to view curriculum planning and interactive teaching from their primary perspective, rather than from my own, to help them tune into their strengths and build from there. Indeed, my OWN teaching seems to be improving as I develop greater

insights into the strengths and potential limitations of MY primary teacher perspective.

Questions about the influence of primary perspective matches/mismatches between student and mentor teachers were also explored in this research. Both mentor and student teachers were receptive to the Color Wheel and felt that it helped them understand their similarities and differences. During the Ten Day Teach and student teaching, an awareness of the perspective held by each partner proved to be more important than a match or mismatch. The advantages of a perspective match were evident with Maria and Diane. However, another situation where the student and mentor teacher selected the same primary perspective became so difficult that the student teacher was placed with a new mentor teacher. While an understanding of perspectives was helpful, particularly for the student teachers whose mentors differed in perspective, it could not make up for personality conflicts or lack of mentoring skill.

In conclusion, the Color Wheel provides a complex yet comprehensible way to reflect upon and discuss the multiple perspectives teachers hold. The seven teacher perspectives are presented in a non-judgmental way through seven teacher case studies that highlight the strengths and possible limitations of each. Consideration of these seven perspectives has helped my students gain a better understanding of themselves, their peers, their mentor teachers, and other teachers whey meet as they enter the profession. The Color Wheel encourages a proactive approach to problem solving by framing problems in terms of potential mismatches between the teacher's perspective and conditions she or he encounters in school.

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FIGURE 1

Teaching Perspectives as a Color Wheel

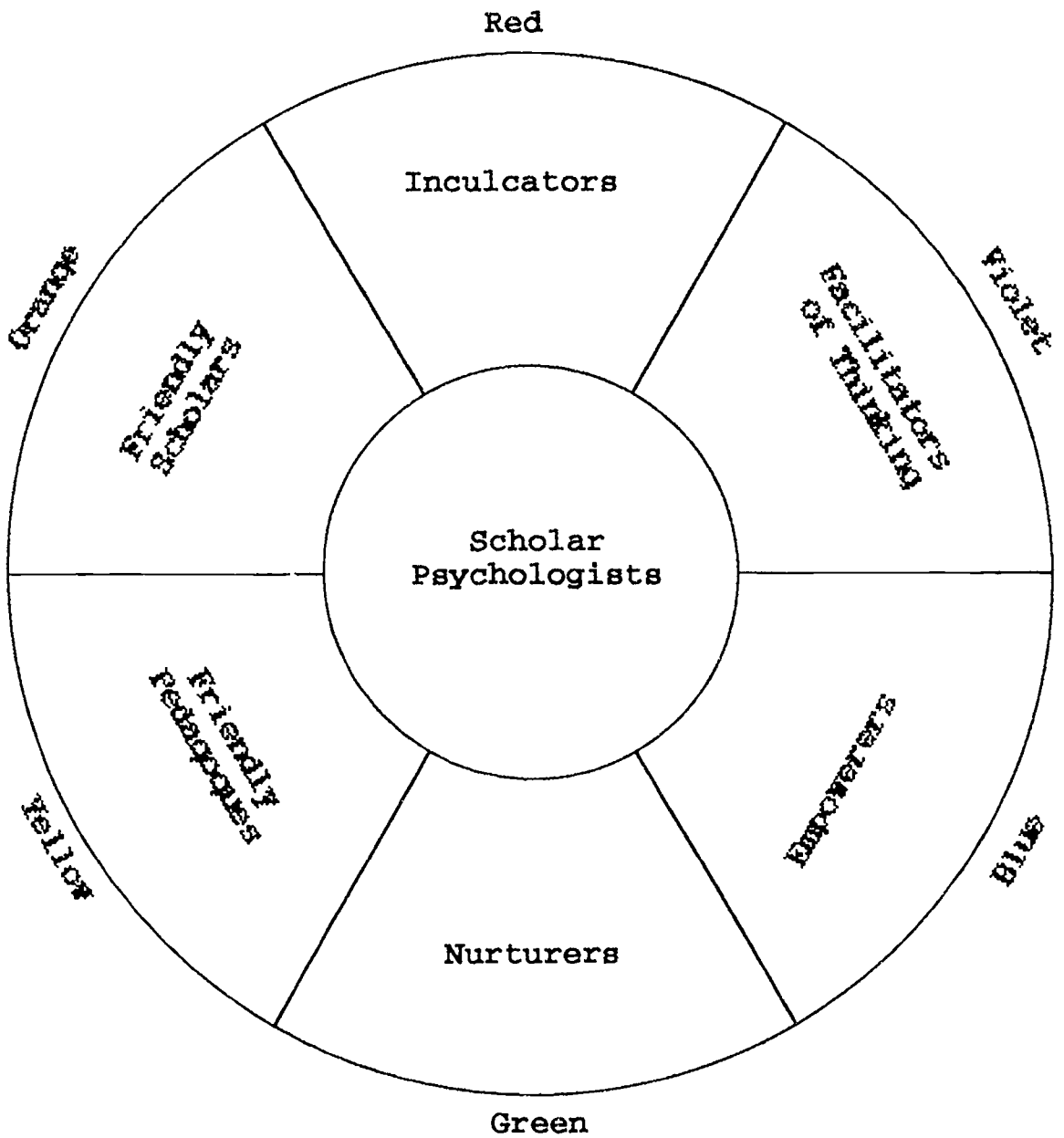

Figure 2

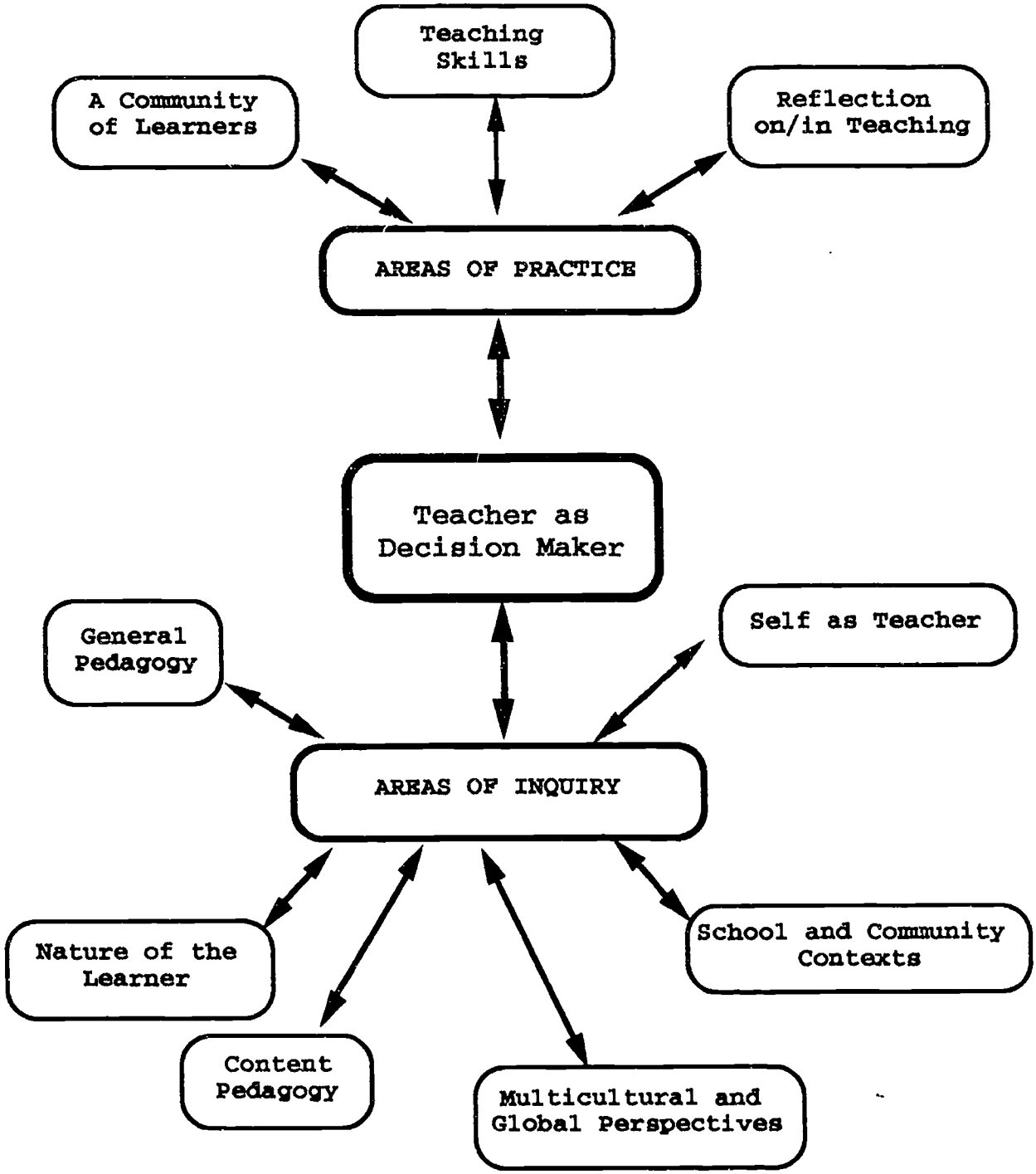
Teaching Skills
A Community of Learners
Reflection on/in Teaching
AREAS OF PRACTICE
Teacher as Decision Maker
General Pedagogy
Self as Teacher
AREAS OF INQUIRY
Nature of the Learner
School and Community Contexts
Content Pedagogy
Multicultural and Global Perspectives

Table 1

TEACHER PERSPECTIVES OF TADMP TEACHERS

Teacher Perspective	Description
Scholar Psychologists	Emphasize academic knowledge and understanding nature of the learner; emphasize relevance in the subject area and helping students become intelligent decision makers in the future.
Friendly Scholars	Emphasize academic knowledge and teacher personality characteristics; stress immediate relevance of subject matter; subject areas help students solve personal problems and understand current issues and events.
Inculcators	Emphasize academic knowledge; transmission of fundamental knowledge and values; teacher as inspirational role model; subject matter as cultural literacy.
Facilitators of Thinking	Emphasize thinking, decision making and learning processes; subject area important in helping students think critically and become lifelong learners.
Empowerers	Emphasize values, critical thinking, decision making, self-actualization, and social action; subject matter important in effecting change on a societal or global scale.
Nurturers	Emphasize teacher-student interaction, empathy and caring relationships; subject area less important than development of the learner.
Friendly Pedagogues	Emphasize instructional strategies, well-planned lessons and student feedback; subject area important as a tool for understanding.

Table 2

Seven Teacher Perspectives: Description of Classroom Actions of TADMP Teachers

Actions / Perspective	Classroom Leadership Style	Student Roles/ Behaviors	Content Emphasized	Preferred Instructional Strategies	Responses to School Contexts
Scholar Psychologists	Control through connections and questioning	Cooperative participants	Textbook as a resource/ springboard	A wide range	Adaptability
Friendly Scholars	Control through charisma and connections	Passive recipients and admiring fan club	Text plus supplementary materials	Lecture, questioning, demonstrations	Adaptability
Inculcators	Control through authority	Passive recipient or potential disrupter	Textbook as centerpiece	Lecture, teacher explanation	Frustrated by constraints unless supported by school culture
Facilitators of Thinking	student self-control through responsibility	Active Participants and decision-makers	Primary source materials	Higher level questions, student projects	Adaptable, but frustrated if expected to "cover the text"
Empowerers	Student self-control and teacher charisma	Passive recipients to Active Participants	Multiple resources	Discussion, groupwork, student projects	Frustrated by constraints unless supported by school culture
Nurturers	Student self-control through teacher contact	From caring cooperation to testing the boundaries	Textbook plus hands-on materials	Teacher explanation and student seatwork	Willingness to adapt
Friendly Pedagogues	Control through performance and continuous activity	From appreciative to captive audience	From a rich array of resources to textbook tedium	Discussion, groupwork, individual study projects	Happy in resource-rich non-restrictive environments